



PREP Allotment: Content & Training Requirements

Required for all EPPS who intend to apply to PREP

We are excited that you are here!

- This webinar is being recorded and will be posted on the PREP webpage following the webinar.
- We are actively monitoring the chat.
- If we are unable to answer all questions during the webinar, we will follow up through posted FAQs or additional guidance as appropriate.
- Attendance for this webinar is being tracked through an exit ticket shared at the end of the webinar.



Beth Burkhart
Director, EPP Content and
Assessment Strategy



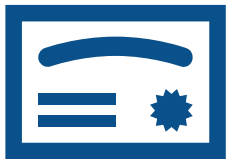
Alleigh Nicholls
Deputy Director, EPP Content



Understand how to apply for the EPP Content Training & Certification Program



Identify the EPP faculty and leaders best suited to participate in the program



Understand the training requirements, timeline, and certification process to effectively plan for participation and implementation.

- Welcome, objectives, and intended outcomes
- PREP Content Requirements
- Training & certification overview
- Application process, screener, and participant selection
- Training requirements and expectations
- Training calendar and milestones
- Preparing for success
- Next steps, resources, and Q&A launch

Preparing and Retaining Educators through Partnerships Program (PREP) Allotment

House Bill 2, passed by the 89th Texas Legislature and signed into law in June 2025, established the PREP Program Allotment to strengthen the quality of teacher recruitment, preparation, and mentorship across the state. Participation in the PREP Program Allotment is optional for eligible districts and open-enrollment charters.

The PREP Program Allotment provides funding for five partnership types, PREP Mentorship, PREP Grow Your Own, PREP Preservice Residence, PREP Preservice Traditional, and PREP Preservice Alternative Certification. Districts and open-enrollment charter schools applied for school year 2026-27 funding for the PREP Preservice Residency Program, Grow Your Own Program, and the Mentorship Program through the LASO Cycle 4 process. Applications for each of these programs plus the PREP Traditional and Alternative Preservice Programs will be available through LASO Cycle 5 in fall 2026. Funding is provided via foundation school program formulas and is available for every school system in the state. Each PREP Program type includes a specific funding formula structure in statute and provides funding for up to a specific number of supported teacher candidates or employees per year per school system. For PREP Preservice Programs, the exact funding a school system would receive for an individual depends on whether the school at which the teacher works is rural and the level of socio-economic need at the school where the individual is placed. There are certain statutory requirements related to allotment spending.

Updates!

Recordings of the PREP ECOS Data Management Trainings are now available!

PREP ECOS Data Management Training for School Systems

<https://youtu.be/OmKZtqATfe0?si=cjHXlZVxWyVsrsZQ>

Primary Audiences for Resources: *school systems, educator preparation programs, and institutes of higher education*

Resources

[March 13 Newsletter](#) –
[March 31 Newsletter](#)

[HB2 Launch Webinar](#)

[HB2 PREP RES Webinar](#)

[HB2 PREP Training Content Webinar](#)

[PREP ECOS Update Overview Video](#)

Updated Business Office
Guidance Document



PREP Allotment & Content Requirements

HB 2 Defines Requirements for 3 Preservice Partnership Programs to Ensure Consistency, Quality, and Outcomes across Program Types

Residency Preservice

(\$24-39.5k per resident)

Traditional Preservice

(\$10-21.5k per candidate)

Alternative Preservice

(\$10-21.5k per candidate)



Practice-based preparation: Embed the teacher candidate within the school, providing for extensive practice under the supervision of an effective teacher prior to becoming a teacher of record



State developed content: Ensure high quality training content, including Reading and Math Academies, Bluebonnet Learning and other prioritized content (with trained/certified facilitators)



Formal partnerships: LEA and EPP create partnerships to ensure alignment of LEA needs and vision for instruction, HQIM content, and EPP content



Success and need-based funding: PREP Allotment funding is split between the EPP and LEA, compensates candidates during pre-service practice, increases for high need areas, and is tied to the success of the candidate

Why Leadership and Faculty Training Matters

- The PREP EPP Content supports the preparation of teacher candidates with standards-aligned training content.
- Training and certification are intended to build consistent understanding of high-quality content implementation.
- Participation helps EPPs plan how faculty and leaders will bring the learning back into their program



Training & Certification Overview

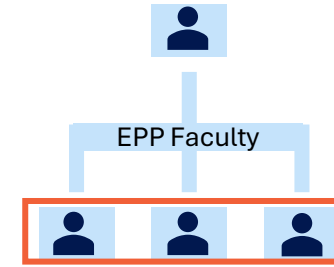


EPP Leadership Training

Deans, Directors, Program Coordinators

- Focuses on program planning and implementation
- Includes guidance on course alignment and sequencing
- Prepares leaders to support faculty and oversee implementation

**Implementation monitoring supports will continue across PREP Allotment participation*



EPP Faculty Training

Faculty leads with content expertise

- Focuses on content and instructional delivery
- Includes course-specific training and practice
- Leads to certification required for implementation
- Four different Certification pathways:
 - Science of Learning Foundations
 - Texas Reading Academies - ELAR
 - Texas Reading Academies – Biliteracy
 - Texas Mathematics Academies



EPP Leadership Training Pathway

Designed for program leaders who will plan, coordinate, and sustain PREP content implementation.

Leadership participants will:

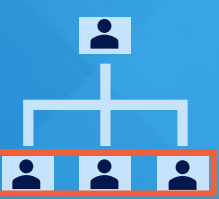
1. Review current program scope and sequence
2. Identify where required PREP courses should be placed
3. Analyze existing coursework for overlap, gaps, or duplication
4. Determine what may need to be revised, replaced, or removed
5. Develop a plan for implementation and sustainability

Who should attend the Leadership Pathway?

- Program leadership with **authority over design and implementation**
- Ability to make decisions and allocate resources to support implementation

Goal:

A program-level implementation plan that supports aligned, coherent integration of required PREP content.



Four Faculty Training Pathways

Science of Learning Foundations

1

- Any of the other pathways can teach this course
- Experience supporting adult learners or teacher candidates
- Ability to connect theory to instructional practice across content areas

Reading Academies

ELAR Pathway or Biliteracy Pathway

2

ELAR

- Expertise in foundational literacy
- Experience teaching or coaching reading instruction
- Familiarity with evidence-based literacy practices and student data use

3

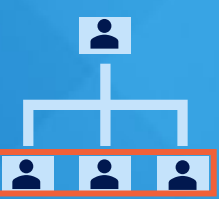
Biliteracy

- This pathway can teach both ELAR & Biliteracy Reading Academies
- ELAR Requirements plus expertise in biliteracy instruction, including cross-linguistic transfer and supporting literacy development in two languages

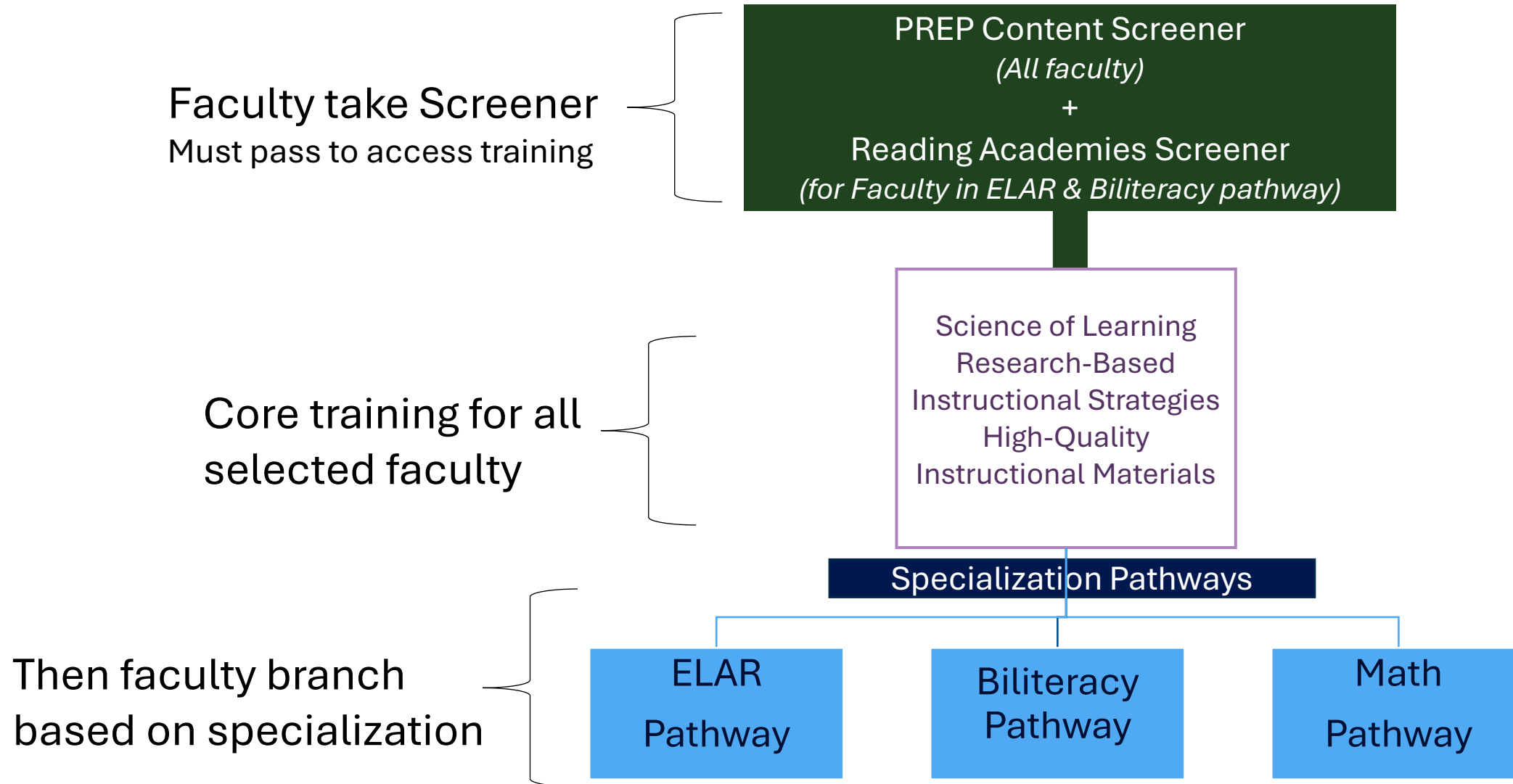
Math Academies

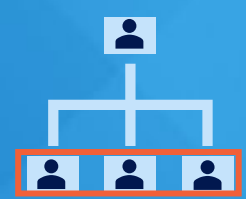
4

- Strong content knowledge in mathematics
- Experience teaching or coaching math instruction using HQIM
- Ability to model and support practice-based math pedagogy



Faculty Training Structure





At the conclusion of training, certified participants will:

- ✓ Meet requirements to deliver state-required PREP coursework
- ✓ Build internal expertise in HQIM, Science of Learning, literacy, and mathematics instruction
- ✓ Gain access to implementation supports and ongoing updates
- ✓ Support EPP implementation of PREP content requirements

Certification is the starting point for successful implementation.

Certified faculty and EPP leaders will receive ongoing support through:

- Implementation monitoring
- Updated guidance and resources
- Opportunities to address implementation needs
- Continuous improvement and certification maintenance

TEA will continue partnering with EPPs throughout PREP implementation.

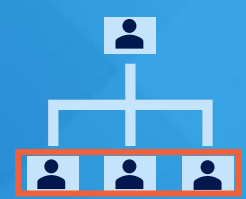


Application Process & Participant Selection

Application process and timeline for SY 27/28

PREP Implementation





Faculty Recommended Participant Profile

Participants are most likely to be successful if they:

Have expertise in the content area they plan to teach

- Science of Learning, High-Quality Instructional materials Implementation
- Literacy/Biliteracy Reading Instruction, Science of Teaching Reading
- Mathematics Instruction

Currently teach or oversee related coursework

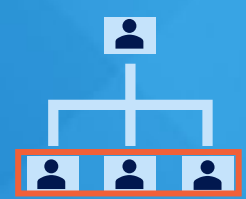
- Methods courses
- Literacy or Math methods courses
- Foundational pedagogy coursework

Prepared to implement aligned instructional practices

- Interested in learning about HQIM and Science of Learning research
- Prepared to consider course and programmatic changes
- Open to evidence-based instructional approaches
- View assessment as a tool to inform instruction

Have capacity to implement and sustain the work

- Anticipate long-term involvement in PREP content implementation
- Able to attend all required training sessions
- Positioned to support long-term program improvement



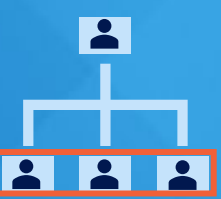
Participants must demonstrate required foundational knowledge prior to accessing training.

General Foundational Screener

- Required for **all training participants**
- Identifies and addresses common misconceptions in educator preparation (e.g., learning styles, inquiry-first instruction, feedback practices)
- Assesses foundational knowledge in Science of Learning and HQIM
- Ensures alignment to evidence-based instructional practices
- Must pass to access any training

Texas Reading Academies Screener (ELAR & Biliteracy)

- Required for participants in **ELAR & Biliteracy Reading Academies pathways**
- Faculty who previously passed are grandfathered in
- Must pass to access TRA/Biliteracy training pathway



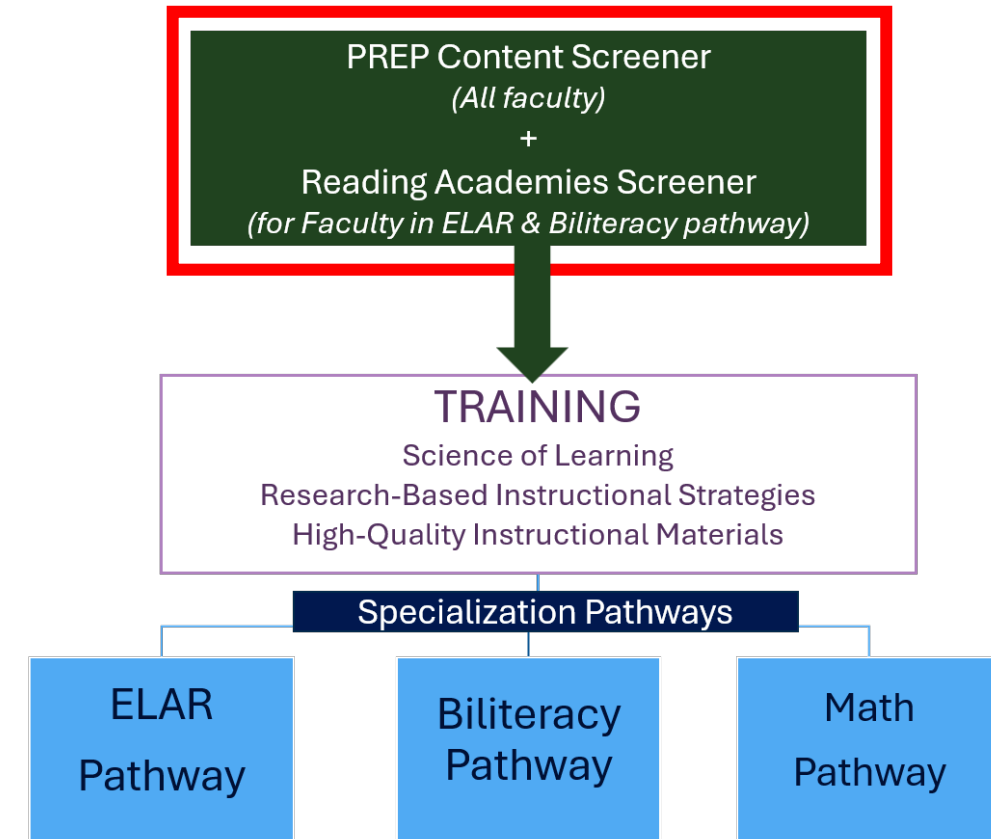
Faculty Screener Process

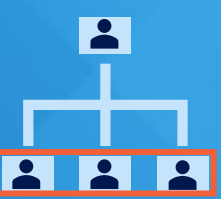
- **Step 1: Create a TEALearn account**
 - Participants receive access to TEALearn
- **Step 2: Complete PREP Screener**
 - Required for all faculty pathways
 - Completed in TEALearn
 - Automatically scored
 - Results available immediately

Reading Academies (ELAR & Biliteracy) Faculty Only

- **Step 3: Take Texas Reading Academies Screener**
 - Additional screener required for Reading Academies pathways. Includes:
 - Two auto-scored assessments in TEALearn
 - One recorded artifact submission in TEALearn
- **Step 4: Receive TRA Screener Results**
 - Recorded artifact reviewed by trained scorers
 - Results released approximately 3 weeks after the screener window closes

STEP 5: ALL Faculty who pass will receive Training Registration

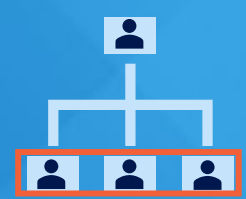




PREP Faculty Screener Topics

Participants will be asked to demonstrate foundational readiness in:

Grade-Level Access & Student Beliefs	Asset-based, evidence-aligned beliefs about what all students can access with appropriate support.
Assessment & Instructional Decision-Making	Understanding how assessment evidence informs instruction, reflection, and continuous improvement.
Science of Learning	Foundational concepts and common misconceptions, including learning styles, explicit instruction, feedback, and cognitive science.
High-Quality Instructional Materials	How HQIM support coherent, grade-level instruction and how teachers use expertise to internalize and adapt materials strategically.
Evidence-Based Professional Practice	Openness to research, student outcomes, and refining practice based on evidence.



Texas Reading Academies Screener Topics

The Screener has **three required parts**, completed in order. A score of **80% or higher** is required on each section.

1. Initial Assessment

- Multiple-choice and short-answer questions.
 - The General Education (ELAR) Initial Assessment has 34 questions, and the Biliteracy (SLAR) Initial Assessment has 69 questions.
 - Focused on STR foundational knowledge.

2. Canvas-Graded Artifacts

- Short quizzes and applied tasks.
- Automatically scored with immediate results.

3. Panel-Graded Artifacts

- Performance-based tasks that are reviewed by a panel of national STR experts.
- Each artifact scored by three reviewers; scores are final and aligned to TEA rubrics.

For more information on the Texas Reading Academies Screener you can visit the [Texas Reading Academies Website](#).



Considerations Based on Program Size & Certification Areas

Small Programs

- Prioritize faculty who teach across multiple courses or certification areas
- Consider selecting leaders who can also participate in a faculty pathway
- Focus on building a core implementation team

Large Programs

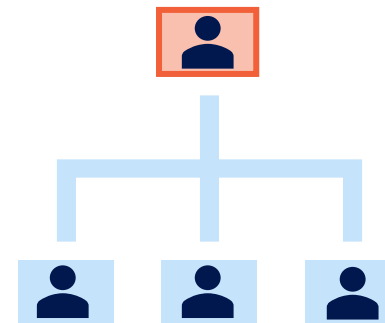
- Use available seats to build depth across multiple faculty members
- Include both decision-makers and faculty responsible for delivering coursework
- Consider succession planning and long-term sustainability

Aim to include:

- 1-2 program leaders responsible for implementation
- Faculty responsible for literacy coursework
- Faculty responsible for mathematics coursework
- Faculty responsible for foundations/pedagogy coursework
- Additional faculty who will support implementation and future scaling



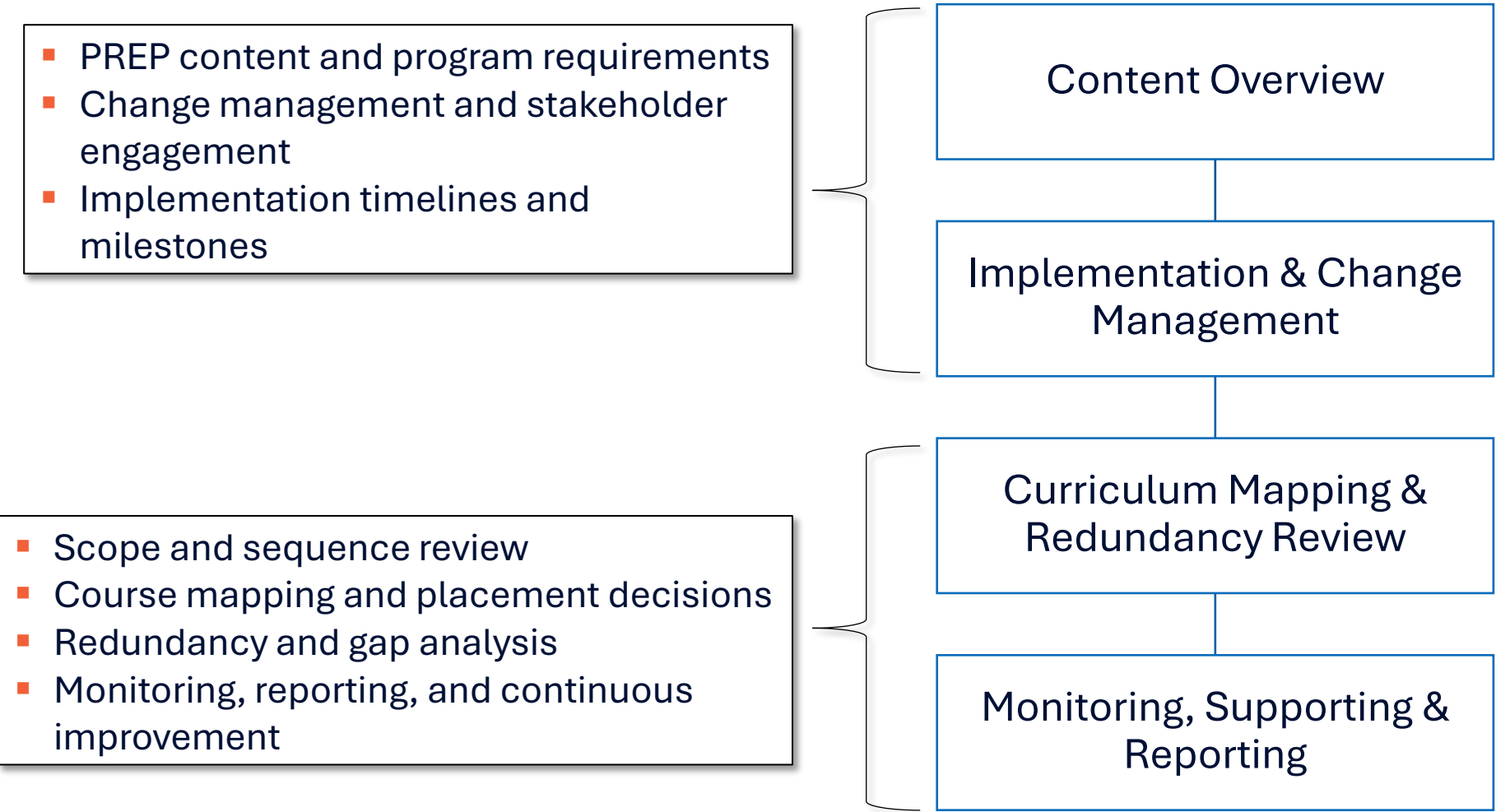
Leadership Training Requirements & Expectations





Leadership Training Components

The Leadership Pathway prepares EPP leaders to strategically integrate PREP content into existing program structures, coursework, and implementation plans.





Leadership Training Format and Learning Experience



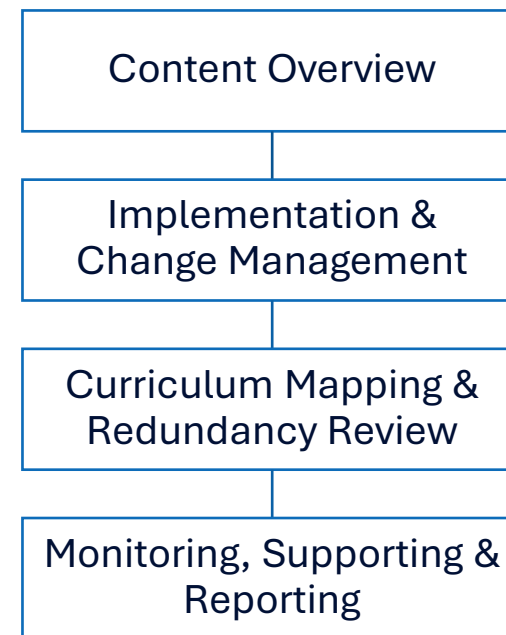
Virtual & Interactive	Delivered live through virtual sessions
Planning-Focused	Review program scope and sequence Develop implementation and integration plans
Collaborative Learning	Small-group discussions and problem-solving Peer sharing and implementation planning
Program Implementation	Curriculum mapping and course placement exercises Development of a PREP implementation plan Continuous improvement and implementation monitoring



Leadership Expected Time Commitment

Approximately 6 Weeks (*Tentative*)

- Weekly 3-hour collaborative planning sessions
- Review PREP content and implementation requirements
- Assess current coursework and program structure
- Develop a program-specific PREP implementation plan
- Prepare for SBEC review

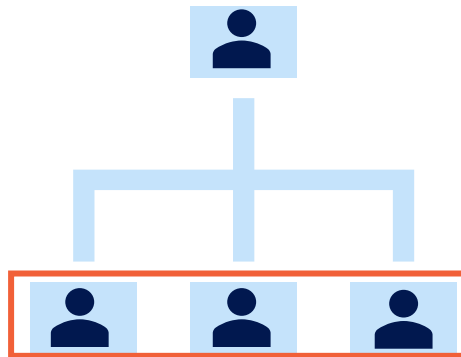


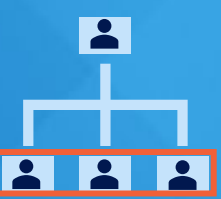
End Product: Program-Specific PREP Implementation Plan

Curriculum changes, implementation timeline, faculty roles, monitoring approach, and support needs



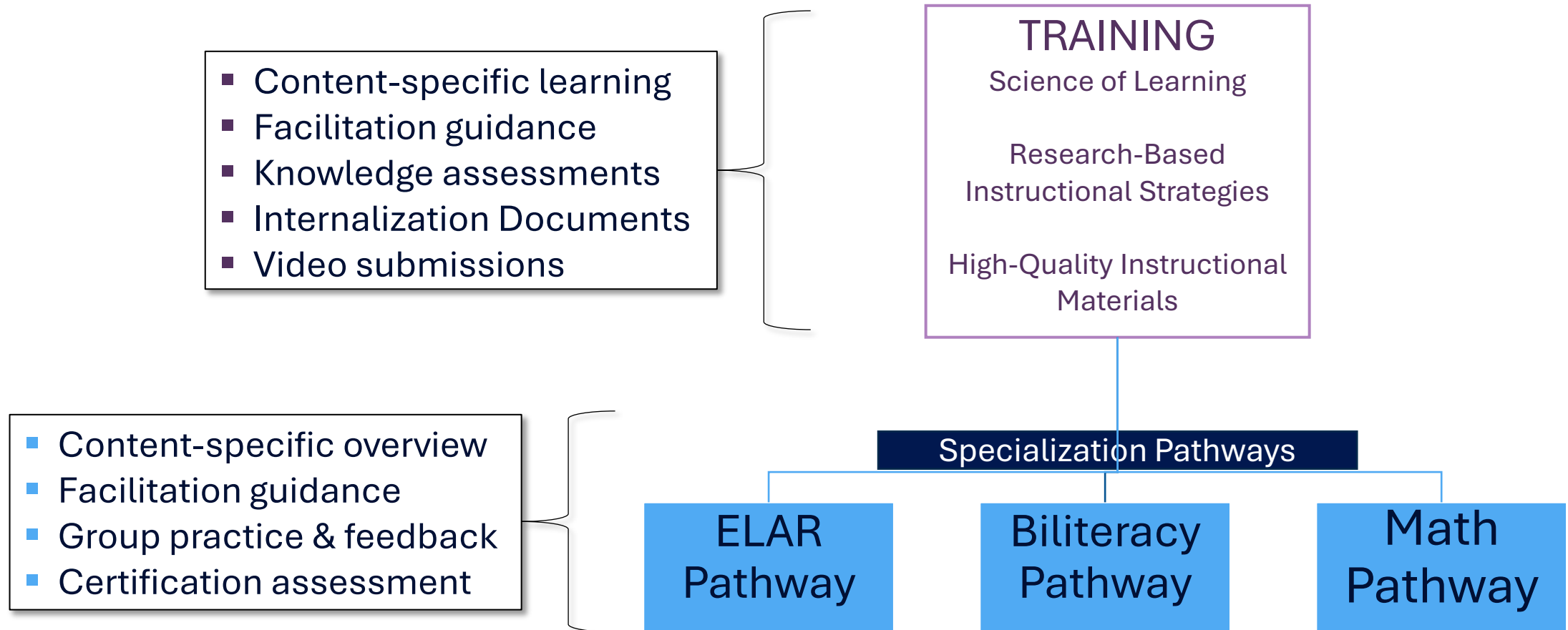
Faculty Training Requirements & Expectations

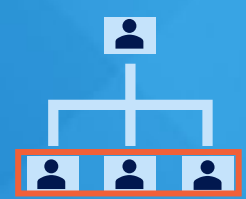




Faculty Training Components

Faculty complete training on the PREP coursework they will teach, including content mastery, practice delivery, feedback, and certification.





Faculty Training Format and Learning Experience

Virtual & Interactive

Delivered live through virtual sessions

Application-Focused

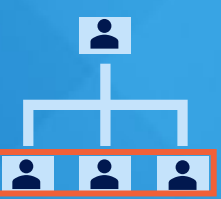
Internalization of key concepts
Practice delivering instructional content

Collaborative Learning

Small-group practice and discussion
Feedback from peers and facilitators

Demonstration of Competency

Knowledge assessments
Video submission and certification assessment



Faculty Expected Time Commitment

- **Winter Intensive- 3 Day Training (all day)**

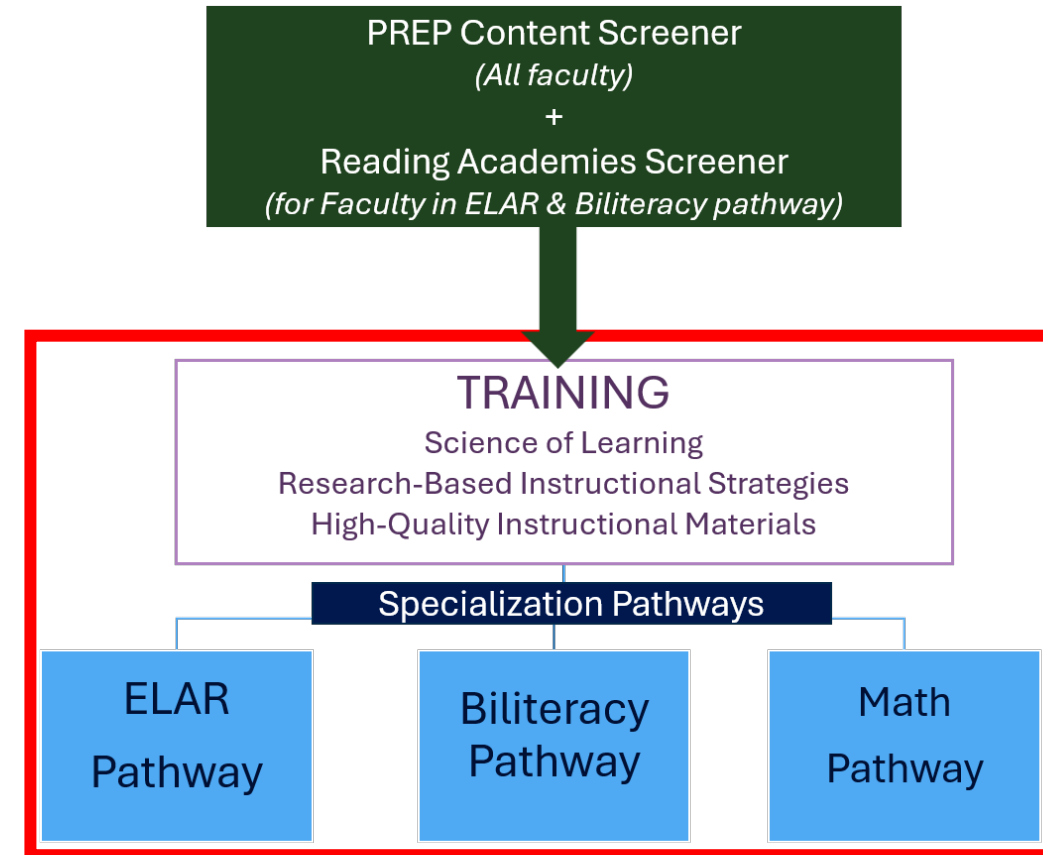
- Science of Learning
- Research-Based instructional Strategies
- Introduction to HQIM

- **HQIM Deep Dive- 5 weeks ½ day/ week**

- Deep Dive into Bluebonnet Learning
- Lesson 7 Unit Internalization
- Assessments
- Student Work Analysis
- Apply student data to Internalization

- **Content Specific Pathway- 5 weeks ½ day/ week**

- Texas Reading Academies (ELAR or Biliteracy)
- Texas Mathematics Academies





Training Calendar & Key Milestones



EPP Leadership Pathway



EPP Leadership
submit the intent
to apply

July



EPP Leadership
attend onboarding
Webinar

December



EPP Leadership
Attend Content
Placement
Training

January - April



EPP Leadership
Submit PREP
Program Scope &
Sequence

May



Epp Leadership Training Schedule

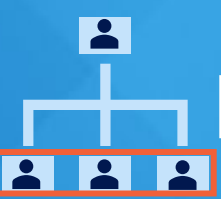
Training is from
January to April

Multiple
schedule
options available

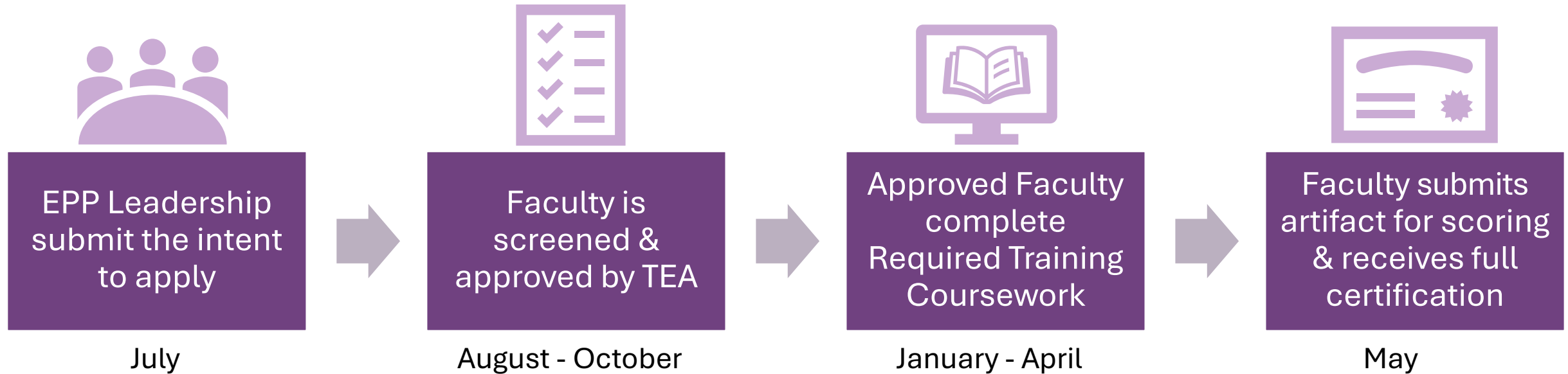
Aiming for no
more than 3
hours per week

Training hosted
across multiple
weeks

End Product
Program-Specific PREP Implementation Plan

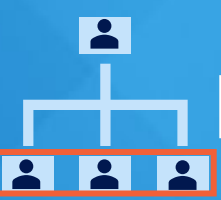


Faculty Certification Process



Important: EPPs must have TEA-certified faculty to deliver required PREP coursework.

Certification is a prerequisite for PREP route approval and implementation.



Faculty Training Schedule

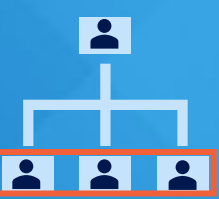
Training is from January to April

Foundations of Science of Learning All Faculty Required

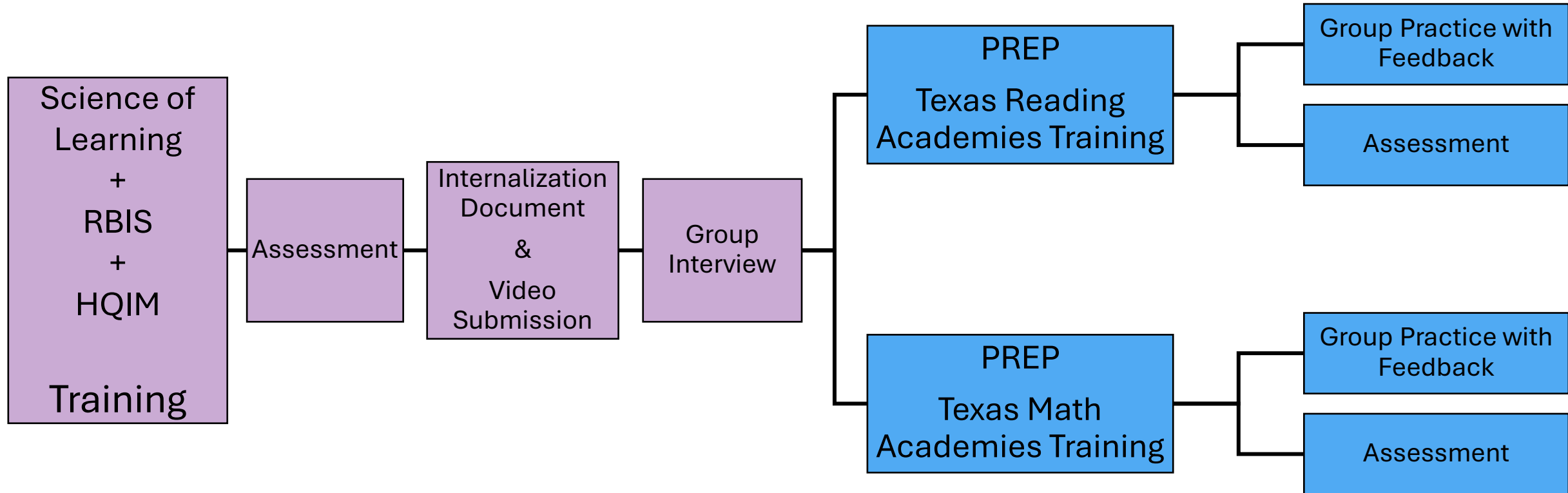
Date	Session Title
Training Option 1 January 5-7 th 9:00Am- 4:30pm	Day 1: Science of Learning Part 1 Day 2: Science of Learning Part 2 Day 3: Reseach-Based Instructional Strategies & Intro to HQIM
Training Option 2 January 12-14 th 9:00Am- 4:30pm	Day 1: Science of Learning Part 1 Day 2: Science of Learning Part 2 Day 3: Reseach-Based Instructional Strategies & Intro to HQIM
January 21st 9:00am-12:30 or 1:30pm-5:00pm	HQIM Deep Dive
January 28th 9:00am-12:30 or 1:30pm-5:00pm	HQIM: Unit & Lesson Internalization
February 4th 9:00am-12:30 or 1:30pm-5:00pm	HQIM: Assessments & Student Work Analysis
February 11th 9:00am-12:30 or 1:30pm-5:00pm	HQIM: Student Work Analysis protocol & Lesson preparation
February 18th 9:00am-12:30 or 1:30pm-5:00pm	Assessment, grading & Artifact Support Data Use, Reporting & C&I

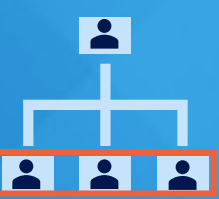
Content Specific Pathway

Date	Session Title
February 25th 9:00am-12:30 or 1:30pm-5:00pm	Reading Academies Day 1 STR Alignment Faculty supports Structured Conversations
February 25th 9:00am-12:30 or 1:30pm-5:00pm	Math Academies Day 1 Connected story of K-5 Math Student Engagement & Problem solving
March 4th 9:00am-12:30 or 1:30pm-5:00pm	Reading Academies Day 2 Practice comprehensive facilitation See it Name it Do it practice
March 4th 9:00am-12:30 or 1:30pm-5:00pm	Math Academies Day 2 Structured Sequencing and Models with HQIM
March 11th 9:00am-12:30 or 1:30pm-5:00pm	Reading Academies Day 3 Artifact Deep Dive
March 11th 9:00am-12:30 or 1:30pm-5:00pm	Math Academies Day 3 Problem Solving & Modeling/Representing
March 25th 9:00am-12:30 or 1:30pm-5:00pm	Reading Academies Day 4 Artifact Deep Dive
March 25th 9:00am-12:30 or 1:30pm-5:00pm	Math Academies Day 4 Fraction Concepts & Artifact grading



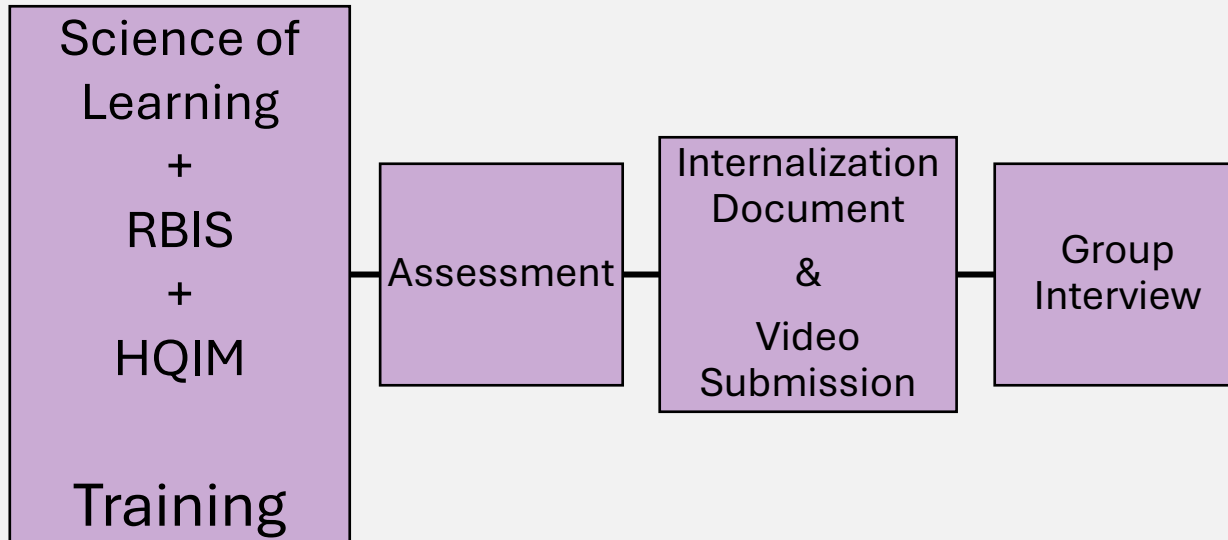
Faculty Certification Process continued



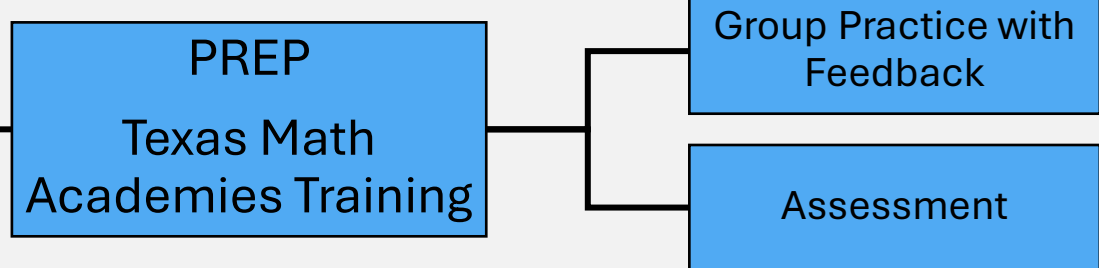
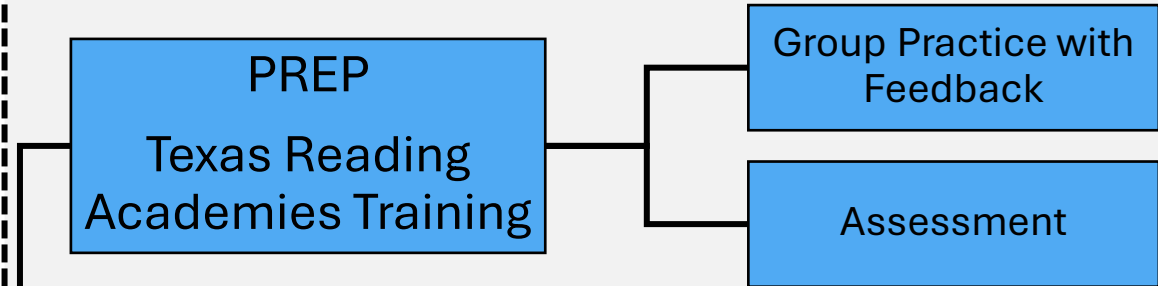


Faculty Certification Areas

Certified to Redeliver Science of Learning Foundations Course Once Complete



Certified to Redeliver PREP Texas Reading Academies Once Complete



Certified to Redeliver PREP Texas Mathematics Academies Once Complete



Next Steps & Close

Required content is aligned with the Chapter 235 Standards and designed to be implemented as complete courses

Training and certification are required

Early planning is critical

- Begin identifying faculty now
- Communicate expectations internally
- Begin coursework alignment review & align program structures in advance
- Monitor communications

Please complete the required Exit Ticket

- Confirms attendance for today's webinar
- Provides feedback on the session
- Helps TEA plan future guidance and support



PREP Allotment

Content & Training Requirements Webinar Attendance

Attendance for this webinar is being tracked through this exit ticket. Please complete the form to confirm your participation and provide feedback on today's session.

Fields marked with an asterisk (*) are required.

Please select the name of the EPP you represent *

Name *

First Name Last name

Email

Key Takeaways

Role/Title

This webinar increased my understanding of the PREP Content Training & Certification requirements. *

Please select the option that most closely matches your level of agreement.

After today's webinar, how prepared do you feel to begin planning for PREP implementation within your EPP? *

Please select the option that most closely matches your level of agreement.

What was the most valuable information you gained from today's webinar?

What additional information or support would help your EPP prepare for participation in the PREP Content Training & Certification process?

What is the next action your EPP plans to take following today's webinar?

Please select all actions your EPP plans to take as a result of today's webinar.